

Challenges Facing the Implementation of Teacher-Students Ratio Policy in Nigerian Educational System and the Ways Forward

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ABSTRACT

The National policy on (1) prescribes a student-teacher ratio of 1:25 for pre-primary classes; 1:35 for primary and 1:40 for secondary schools. The policy are supposed to be adherence to by all educational institutions in the country but it is unfortunate that many public and private schools classroom are overpopulated. This articled examines the challenges facing the implementation of student-teacher ratio policy as drafted in the National policy on education. The article used secondary data to thrown light on points raised in this article. We identified the following as the challenges facing the implementation of student-teacher ratio policy and they includes: inadequate funding, inadequate teachers, inadequate infrastructural facilities, weak quality assurance agencies, lack of political will and corruption. To solve the challenges identified and to ensure implementation of student-teacher ratio policy in Nigeria, the article suggests that the government should: provide adequate funding, employ more professional teachers, provision of more infrastructural facilities, strengthen the quality assurance control agencies, fight institutional corruption and ensure population control.

Keywords: Challenges, Students-teacher ratio, Implementation

1.0 Introduction

Nigeria the giant of Africa. Nigeria is estimated to have 400m people by 2050 meaning that it will definitely be the worlds' third-most populous country putting the United States as the world's fourth-most populous country. Nigeria population is presently about 200m. With this population means that one in every four Sub-Saharan people reside in Nigeria, making it Africa's most populous country. Seventh most populous country in the world with over 500 ethnic group and three major tribes, the Yoruba's, Hausa's and the Igbo's. Nigeria returned to democracy in 1999 and since then, she is enjoying stable democratic practices. The system of government is a federal system of government with 36 states and the Federal Capital Territory of Abuja. Within the states, there are 744 local governments in total. Education is administered by the federal, state and local governments. The Federal Ministry of Education is responsible for overall policy formation and ensuring quality control, but is primarily involved with tertiary education. School education is largely the responsibility of state (secondary) and local (elementary) governments. Nigeria is multilingual country. It has more than 250 different ethnic groups. The official languages is English language.

Nigeria's education system encompasses three different sectors: basic education/ early childhood care education as the education, post-basic/senior secondary education (three years), and tertiary education (four to six years, depending on the program of study).

(2), Defines early childhood care education as the education offered to children who have not yet reached the statutory age of beginning primary school. He further maintained that it is a semi-formal education arrangement, usually outside home where by young children from about the age of 3 years are exposed through play like activities in a group setting through mental, social and physical learning suited to their developmental stages, until the mandatory age of government approved formal schooling. (3), Refers to early childhood care education (pre-primary education) as an education given in an educational institution to children aged 3-5 plus prior to their enrollment in the primary school. The National Policy on Education of the Federal Republic of Nigeria (3), clearly highlights the purposes of ECCDE as to: Effect a smooth transition from the home to the school; Prepare the child for the primary level of education; Provide adequate care and supervision for the children while their parents are at work (on the farms, in the markets. Offices, etc); inculcate social norms; inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and playing with toys; develop a sense of co-operation and team spirit; learn good habits, especially good health habits, and teach the rudiments of numbers, letters, colours, shapes, forms etc, through play.

Another form of Nigerian educational system is the primary school. The Primary education is the bedrock on which other levels of education are built. (3), Refers to it as "Education given in an institution for

children” normally aged 6-11. This is the level that prepares pupils for Secondary Education. It is necessary that basic skills are inculcated into learners as specified in the objectives. The National Policy on Education (3), stated the objectives of primary education as follows: The inculcation of permanent literacy and numeracy and the ability to communicate effectively. The laying of a sound basis for scientific and reflective thinking; Citizenship education as a basis for effective participation in and contribution to the life of the society. Character and moral training and the development of sound attitudes; Developing in the child the ability to adapt to his changing environment; Giving the child opportunity for developing manipulative skills that will enable him function effectively in the society within the limits of his capacity and; Providing basic tools for further educational advancement including preparation for trades and crafts of the locality.

(4), Observes that the elementary education covers grades one through six. As per the most recent Universal Basic Education guidelines implemented in 2014, the curriculum includes: English, Mathematics, Nigerian language, basic science and technology, religion and national values, and cultural and creative arts, Arabic language (optional). Pre-vocational studies (home economics, agriculture, and entrepreneurship) and French language are introduced in grade 4.

Nigeria’s national policy on education stipulates that the language of instruction for the first three years should be the “indigenous language of the child or the language of his/her immediate environment”, most commonly Hausa, Ibo, or Yoruba. This policy may, however, not always be followed at schools throughout the country, and instruction may instead be delivered in English. English is commonly the language of instruction for the last three years of elementary school. Students are awarded the Primary School Leaving Certificate on completion of Grade 6, based on continuous assessment. To ensure effective teaching and learning in the primary school the teacher-pupils ratio shall be 1:35.

The Nigerian Secondary Education is the education that children receives after primary education and before the tertiary education. Based on the 6-3-3-4 system of education, secondary education comprises six years duration, but given in two stages: a junior secondary school stage and a senior secondary school stage, each to run for three years duration.

- i. Junior Secondary School: The junior secondary school is both pre-vocational and academic. It is tuition free, universal and compulsory. Basic subjects that will enable students to acquire further knowledge and skills are taught. Students who complete junior secondary school are to be streamed into:
 - a. the senior secondary school
 - b. the technical college
 - c. an out-of-school vocational training centre
 - d. an apprenticeship.

ii. Senior Secondary School: This is the second phase of secondary education. It is comprehensive with a core-curriculum designed to broaden students’ knowledge. This is the stage where students pick subjects of their choice and begin to prepare for their intended careers.

(4), Submits that at the end of grade 9, pupils are awarded the Basic Education Certificate (BEC), also known as junior School Certificate, based on their performance in final examinations administered by Nigeria’s state governments. The BEC examinations take place nationwide in June each year and usually last for a week. Students are expected to take a minimum of ten subjects and a maximum of thirteen. Students must achieve passes in six subjects, including English and mathematics, to pass the Basic Education Certificate Examination. The broad goals of Secondary Education according to the National Policy on Education (3) include, the preparation of the individual for:

- i. Useful living within the society and
- ii. Higher education.

In specific terms, the objectives are to:

- a. provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religion or ethnic background;
- b. Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- c. Provide trained manpower in the applied science, technology and commerce at sub-professional grades;
- d. Develop and promote Nigerian languages, art and culture in the context of world cultural heritage;
- e. Inspire its students with a desire for self improvement and achievement of excellence;
- f. Foster national unity with an emphasis on the common ties that unite us in our diversity;
- g. Raise a generation of people who can think for themselves, respect the view and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens;

h. Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. To ensure effective teaching and learning in the Junior Secondary school level the teacher-pupils ratio shall be 1:35 p-8

The higher education in Nigeria also known as tertiary education according to (3) tertiary education as the education given after secondary education in Universities, Colleges of Education, Polytechnics, Monotechnics, as well as those institutions offering correspondence courses.

The goals of tertiary education, according to (3) are to:

(a) contribute to national development through high level relevant manpower training.

(b) develop and inculcate proper values for the survival of the individual and society.

(c) develop the intellectual capability of individuals to understand and appreciate their local and external environments.

(d) acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.

(e) promote and encourage scholarship and community service.

(f) forge and cement national unity, and to

(g) promote national and international understanding and interaction.

The policy document added that, tertiary institutions shall pursue these goals through:

i. Teaching;

ii. Research and development;

iii. Virile staff development programmes

iv. A variety of modes of programmes including full-time, block-release, deny release, sandwich etc.

v. Access to training funds such as those provided by the Industrial Training Fund (ITF)

vi. Students Industrial Work Experience Scheme (SIWES).

vii. Maintenance of minimum educational standards through appropriate agencies.

In Nigeria, the National Policy on Education is a general statement containing principles, regulations and rules, that govern many of the decisions on how to educate children, where to get them educated, where to get them employed, who to teach them, how to finance their education, what to teach, how to impart skills, goals, objectives and even the philosophy. The National Policy on Education is formulated and designed for regulating and control quality in the educational system in Nigeria. It is a document that contains every policies and guideline on how education should administer, managed and run in the Nigeria. One of the issues that the National Policy on Education addresses and stated clearly is the students-teachers ratio in the classroom. The policy states and prescribes a student-teacher ratio of 1:25 for pre-primary classes; 1:35 for primary and 1:40 for secondary schools. The National Policy on Education on students-teachers ratio is meant to achieve effective teaching and learning in the classroom. Effective teaching and learning is the key to achieving quality education in the country because student will learn well and understand what the teacher have taught them. (5) Observes that one of the most important educational policy in the Nigerian educational system is the policy on teacher-students ratio. The policy on teacher-students regulation is formulated to achieve effective teaching and learning in the classroom.

The Nigerian government as part of their functions to ensure quality education in all Nigerian educational institutions and to quality control in the various educational system established the department and agencies of quality assurance/quality control in all its ministries across the federation to monitor and ensure that all educational institutions abide with the provision of the Policy on Education as prescribed and directed that a student-teacher ratio of 1:25 for pre-primary classes; 1:35 for primary and 1:40 for secondary schools. It is the responsibility of the government through its regulating institutions to ensure that all educational policies are compiled with and implemented as formulated in the country. The important of this policy to the attainment of quality education in Nigeria cannot be underestimated because it is the only means to ensure quality control. It is very imperative to examine the challenges facing the implementation of this polies in all the Nigerian educational institutions.

2.0 Concept of Educational Policy

(6), Defines educational policy as the explicit or implicit (written or unwritten) statements of actions that guide the future of education. (7) Views educational policy is a general statement, which contains the guiding principles and rules that govern many of the decisions that guide the management of education. In Nigeria, we have the National policy on Education, a document that encompasses the aims, objectives, structure and all aspects of the educational system. Educational policy-making is the process through which policies are made to guide the effective management of education. As afore-said, the policies are the written or unwritten rules, regulations and guidelines, which are made by government or the authority of an educational institution or through their agencies or representatives. (7) Educational policy-making has two major dimensions. They are the ACTORS and the PROCESS. The actors are the 'doers', that is, who make

the policies? While the process is the ‘how’ of policy-making, that is, how policy is made? I will add the third dimension, which is: why is policy made? Or who is the policy made to serve? This is very important, because the ‘why’ and ‘whose interest’ of policy making will largely guide the formulation of the aims and the objectives of policy. (7)

In Nigerian, the National education policy guideline stated that the teacher-pupils ratios, for all the forms of educational system includes the following:

- a. At ECCDE level, crèche (ages 1-2years plus) shall be of ratio 1:10, while nursery (ages 2-4years plus) shall be of ratio 1:25;
- b. Kindergarten class shall be of ratio 1:25; and
- c. Lower primary classes shall be of ratio 1:35.
- d. Secondary School shall be of ratio 1:40. (1)

For the Universities, Alechenu (2012) reports that the National Universities Commission Benchmark Minimum Academic Standards (BMAS) of 2007 stipulated the following teacher/students ratio: 1:20 in science; 1:15 in Engineering and technology; 1:10 in medicine, veterinary medicine and pharmacy, 1:15 in agricultural and environmental sciences and 1:30 in education, management science, social sciences, law and arts. Even though these teaching staff/students ratios are provided by the benchmark based on carrying capacity, some universities admit students above the carrying capacity, thereby increasing the teacher/student ratio. This has a negative effect on the quality of university education in Nigeria.

2.0 Concept of Class Size

(8) The concept of class size refers to the number of students undertaking a particular course/ subject or the number of students taught by a teacher in a classroom in a given period. It is the number of students a teacher attends to during a given period of instruction. Class size is thus different from the student-teacher ratio, which is expressed as the relationship between the student population and the number of teachers available in the school. The schoolteacher-to-student ratio may be low but conceals the existence of a dearth of teachers in some subject areas that lack teachers, thereby giving rise to few teachers teaching large numbers of students in these subjects.

(9) Defines class size as an educational tool that can be used to describe the average number of students per class in a school. The teacher who is the classroom manager should therefore, have the number of students he/she can effectively control, supervise and teach at any given period.

(10) Argued smaller classes have less number of disruptions thereby engendering better student/teacher engagement and better student learning than larger classes. Adding more students to a class increases the number of disruptions and decreases the amount of time during which learning can take place because the teacher spends time dealing with these students that cause disruptions.

(8) Did a study to examine the perceived impact of class size on academic achievement of junior secondary school students in Awka North Local Government Area of Anambra State, Nigeria. The descriptive survey design was used and the study was guided by four research questions. The population of the study was 179 junior secondary school teachers from which a sample of 110 was selected from five schools in the area of study using the simple random technique. The instrument used for data collection was a structured questionnaire titled: “‘Perceived Impact of Class Size on Academic Achievement of Students” (PICSAAS) and was validated by two experts in Educational Management and Policy and one expert in Measurement and Evaluation. The reliability of the instrument was ascertained using the test-retest method and the Pearson Product Moment Correlation analysis which yielded a co-efficient of 0.67. Data collected were analyzed using weighted means. The results, among others, showed that class size affects students’ academic achievement through interaction between teachers and students. The implications of the study were highlighted and the researcher recommended that government, in order to achieve optimum class size, should build more schools and classrooms for more conducive teaching learning environments. (11) Believes that students who were taught in smaller classes in their early elementary grades continue to have enhanced academic achievement even if they are in larger classes in upper elementary or middle school.

Though the relationship between class size and academic achievement has been a perplexing one, many educationists believe that small class sizes engender better student achievement and that it helps students get sufficient feedback. Proponents of small class sizes posit that it enables students to get adequate attention from teachers which invariably lead to better academic achievement and eliminates frustration (12).

Studies available on the class size in Nigerian educational institution showed that the National policy on education directive on the prescribed student-teacher ratio of was 1:25 for pre-primary classes; 1:35 for primary and 1:40 for secondary schools have not be compiled with. For examples at the primary school level by (13) study revealed that the actual number of classrooms available in the Northern Senatorial District for

primary school pupils were insufficient. It was found out that 127 additional classrooms were urgently needed in the district so as to move the system forward. (5) Also observed that infrastructural facilities in terms of classrooms, laboratories, playground among other school be appropriate in quality and quantity. Overcrowded classrooms resulted to poor performance. Shortage of classrooms occurred as a result of increase in pupils enrolment. This problem of classrooms shortage is well pronounced in public primary school as result of non-challant attitude of some stakeholders to education in terms of facilities provision. Government might not be able to provide all the needed facilities in the schools. It might also be that some of the buildings built in some public primary schools might be of low quality in terms of material used.

At the junior Secondary schools level, a study by (8) established that the class sizes of junior secondary schools in Awka North Local Government Area ranges from 40 to 45 students per class. Though this range is higher than the FRN (2013) teacher /student ratio stipulation of 1: 35 for junior secondary schools for effective teaching and learning to be achieved, it is not as high as most schools in urban areas in Anambra State and other parts of Nigeria. (14) reported that class sizes in junior secondary classes in Awka South Local Government Area range from 40 to 56 students. In such large classes with reduced teacher- student engagement have opportunities to indulge in mischievous behaviours when lesson are going on, thereby distracting other students.

At the senior secondary school level, (15) did a study that revealed high number of economics students (5,864) as against 26 teachers in nine (9) public schools under study. This gives a very high teacher-student ratio of 1:225. The findings also showed that there one lack of teaching aids, library facilities and where available, there is lack of textbooks of Economics. All the schools studied were highly dense resulted into high students' population. Based on the findings of his study, the federal and the state governments should employ more teachers, especially in Economics to checkmate rising teacher student ratio. More senior secondary schools should be built with the increasing student population within the LGA under study.

At the higher institutions level, (16) studies' revealed that as at November 2012, there were 37,504 academic staff in 74 public universities in Nigeria. Considering the number of staff vis-à-vis the student population, the report revealed an unmanageable lecturer-to-student ratio. For example, at the National Open University the academic staff-to-student ratio was 1:363, at Lagos State University the ratio was 1:144, and at the University of Abuja the ratio was 1:122. This is contrary to the National Universities Commission Benchmark Minimum Academic Standards (BMAS) of 2007 stipulated the following teacher/students ratio: 1:20 in science; 1:15 in Engineering and technology; 1:10 in medicine, veterinary medicine and pharmacy, 1:15 in agricultural and environmental sciences and 1:30 in education, management science, social sciences, law and arts. Even though these teaching staff/students ratios are provided by the benchmark based on carrying capacity, some universities admit students above the carrying capacity, thereby increasing the teacher/student ratio. This has a negative effect on the quality of university education in Nigeria.

2.2 Concept of Implementation

Implementation in the field of education referred to the systematical ways of carrying out the formulated educational plan, policies or programme. Implementation is the action stage in the planning process. The success or otherwise of any plan is measured by the success of its implementation. (17) Defines implementation as the stage where the formulated policies and prepared plan document are executed. It is the most difficult stage of the policy planning process. During implementation, it is helpful if those involved observe and assess the process. This is because changes could be necessary so as to achieve the desired objectives. Various aspects of implementation to consider include staffing, directing and controlling. (18) Observes that implementation requires a high dedication from the people in power, accurate data and information; qualified personnel; adequate funding; and competence on the part of the planners and managers; as well as the availability of the guiding rules and regulations. (18) Opines that the success of the implementation of any new policy or plan, especially in a country like Nigerian, depends largely on careful planning. While the success of the implementation of plans rest on careful planning, also planning requires that the policies and plans it has come up with should be successfully implemented. A beautifully contrived/conceived plan that cannot be implemented is a failure. As such implementation - its process, strategies and means becomes a key concern of the education planning. To achieve the objectives of the educational goals in Nigeria as contained in the National policy on education, the government must ensure that full implementation of the policies in the country are done.

3.0 Challenges Facing the Implementation of Teacher-Students Ratio Policy in Nigerian Educational Institutions

There are many challenges facing the implementation of teacher-students ratio policy in Nigerian educational system and these challenges includes: inadequate funding, inadequate teachers, inadequate infrastructural

facilities, weak quality assurance agencies, lack of political will, increased in student enrolment, corruption and poor planning of education.

3.1 Inadequate Funding

Nigeria educational system for past decade have been underfunded. The yearly budgetary provision have always been below the 20% recommended by the UNESCO for education development. The low budgetary provision for the entire educational system also affects other agencies under the ministry that were created for particular functions like planning, inspection and monitoring. Inadequate funding is responsible for many challenges in the Nigerian educational system. The shortage of professional teachers in all the Nigerian institutions is linked to poor funding, the infrastructural facilities gap in the system cannot be isolated from the problem of inadequate funding while the ineffective quality assurance and quality control can also be associated with poor funding of the institutions preventing them from being proactive and active in their duties and functions of ensuring quality assurance and quality control. The annual allocation for the educational sector is not adequate enough to provide the needed infrastructural facilities and employ professional teachers that will make it possible to achieve the prescribed students-teachers ratio in all the Nigerian schools.

3.2 Inadequate Teachers

Majorities of educational institutions in Nigeria do not have adequate professional teachers that will be deployed to ensure maximum compliance to the National policy on student-teachers ratio. The problem of inadequate teachers affects the entire educational system in Nigeria. (15) which is one of the most recent assessment of manpower needs of Nigerian public universities was conducted in 2012 by an inter-ministerial committee set up by the Federal Government. The purpose of the assessment was to elicit information on issues of concern to university education in order to formulate policies and take decisions for addressing such issues. The exercise was conducted to determine, among other issues, the quantity and quality of academic staff required for effective teaching and learning in Nigerian universities. It was intended to be an appraisal of the existing situation in the university subsector with a view to determining what was needed for revitalization and transformation. The needs assessment summary report was presented to the Federal Government in November 2012. It identified manpower shortage as one of the reasons why Nigerian universities have been unable to compete favourably with universities in many other parts of the world. According to the report, a combination of infrastructural and manpower challenges is responsible for the sharp decline in scholarship in Nigerian universities.

On manpower challenges, the report indicated that as at November 2012, there were 37,504 academic staff in 74 public universities in Nigeria. Considering the number of staff vis-à-vis the student population, the report revealed an unmanageable lecturer-to-student ratio. For example, at the National Open University the academic staff-to-student ratio was 1:363, at Lagos State University the ratio was 1:144, and at the University of Abuja the ratio was 1:122. Kano State University, which was 11 years old at the time of the needs assessment period, had one professor and 25 lecturers with PhD degrees, while Kebbi State University had two professors and five lecturers with doctorate degrees. These statistics revealed wide disparities between Nigerian universities and their counterparts in other parts of the world. For instance, the staff-to-student ratio in Harvard University is 1:4, Massachusetts Institute of Technology has 1:9 ratio and the University of Cambridge has 1:3..The shortage of professional teachers in the schools is responsible for the failure of the policy in the country.

3.3 Inadequate Infrastructural facilities

Another challenge that is affecting the implementation of the teacher-students ratio policy in Nigerian educational institutions is the problem of inadequate infrastructural facilities in the schools. To be able to implement this policy there is need for adequate infrastructural facilities in all the basic schools, secondary schools and higher institutions. A research at the primary school showed that research available shows that there is infrastructural gap in most basic schools in the country. Studies BY (24) & (25), revealed that physical facilities for the implementation of Universal basic education programme in Ekiti State, Nigeria and in Kaduna State respectively were not adequate. It appears that not much is being done to address the problem of inadequate school facilities since this study demonstrates that inadequate school buildings remain the same in our schools. At the Secondary school, (19), did a study that discussed school building facility provision in secondary schools in Delta State, Nigeria. It examined the crucial issue in the implementation of educational policies and programmes and placed emphasis on the school buildings and the equipment used in the process of teaching and learning. The findings revealed that most of the schools did not have adequate school buildings to support the educational programme projected. It was recommended, among others, that emphasis be placed on the provision of functional buildings, laboratories, and studios for the teaching of science subjects, introductory technology and other practical subjects like music, fine art, among others. At the higher institutions, Studies have reported that infrastructural resources required for production of effective education process is in short supply in Nigerian universities. Lecture halls, laboratories, students' hostels, library spaces are grossly inadequate. The available few are fast dilapidating. (20), in the communiqué of the presidential

visitation panel that looked into the operations of federal universities between 1999 and 2003 reported that physical facilities at the universities were in deplorable condition. It is saddening to note that the equipment for research, teaching and learning are either lacking or very inadequate and in a bad shape to permit the universities the freedom of embarking on the basic functions of academics. There are no facilities for effective practical learning for the students in most courses, especially in the universities of Technology, which require a lot of intensive training in terms of students' usage of their psychomotor skills and hi-tech equipment.

3.4 Weak Quality Assurance Agencies

Agencies of the various government established to ensure that both public and private schools compile with the educational policies in the country are weak. The ineffectiveness of these agencies and departments is responsible for the poor implementation of the policy in the country. According (21) the development of human resource capacity for the delivery of an effective education is critical. There are human resource needs for administration, management, research and teaching as well as for support and technical staff. Lack of well-trained human resources is a problem in almost every area of education. There is an urgent need for capacity building in the various Commissions charged with responsibility for governing and managing different aspects of education.

3.5 Lack of Political Will

The challenge of lack of political will is another problem facing the implementation of the teacher-students ratio policy in Nigerian educational institutions. The present government do not see the need to support the policy with strong passion to see that there is maximum compilation to the policy in country. The government and its agencies negative attitude towards the implementation of the teacher-students ratio policy in Nigerian educational institutions is responsible for the poor implementation. There is lack of political will to implement the policy across the country and this is affecting the development of education in the country.

3.6 Institutional Corruption

Corruption practices among public officers in the agencies of education is also responsible for poor implementation of the teacher-students ratio policy in Nigerian educational institutions. Some official of the regulating agencies are being compromised. (22) National Universities Commission dismisses staff over academic corruption National Universities Commission NUC Prof. Abubakar Rasheed, Executive Secretary, National Universities Commission (NUC) said the commission has dismissed one of its staff over academic corruption during the accreditation programme of universities. Rasheed disclosed this in Abuja on Monday during an interactive session with journalists, adding that accreditation exercise must entail due process to ensure quality assurance. Corruption in Nigeria education system is also a factor. Ministries and government agencies entrusted with overseeing the day to day affairs of the education industry in the form of procuring necessary equipment and teaching materials, construction of buildings, supply of teaching aid etc easily inflate vouchers and in most cases claim monies when nothing has been supplied or provided (23).

3.7 Increase in the Enrolment

The enrolment rate of students in all the Nigerian educational institutions is among the challenges facing the implementation of the teacher-students ratio policy in Nigerian educational institutions.

The population of Nigeria is growing faster than expectation. The infrastructure and facilities remain inadequate for coping with a system that is growing at a rapid pace. The school environment is therefore generally not conducive to learning due to the physical condition of most schools and lack of teaching and learning resources. The annual population growth rate, estimated at 3.3 percent, contributes to the problem of the large numbers of children who have to be accommodated in schools mOJA.

3.8 Poor Planning of Education

Poor planning of the entire educational sector is responsible for the inability to implement the teacher-students ratio policy in Nigerian educational institutions. When the planning is faculty, there will be problem of implementation. The Students projection planning and teachers' projection is not properly planned and documented. There is a popular saying that "he or she who has failed to plan has planned to fail". Education planning in Nigeria has always been inadequate in line with the enormous facing our educational system. The lack of effective planning poses a significant obstacle to the advancement of education across the country. The success of any educational system hinges on proper planning. Planning of human and material resources has evolved to guide the allocation and utilisation of educational resources in the school systems. Such planning is required to arrest areas of wasted resources and to make educational production more successful. Consequently, for any educational system to truly develop, effective planning is indispensable as education and planning are essential characteristics for effective education (Ololube, 2013).

4.0 Ways Forwards for the Development of Education in Nigeria

To attain the desired goals of education in Nigeria, the government should: provide adequate funding, employ more professional teachers, provision of more infrastructural facilities, strengthen the quality assurance control agencies, fight institutional corruption, population control and effective educational planning.

4.1 Provide Adequate Funding

Adequate funding of the educational sector is very important in the attainment of teacher-students ratio policy. Therefore the government should increase the funding of education in the country to allow huge investment in infrastructural facilities (Classroom, lecture halls, laboratories and Library) and employment of more professional teachers.

4.2 Employment of More Professional Teachers

To achieve the teachers-students ratio policy in the Nigerian educational sector, the Nigerian government, state government and local government councils must employ more professional teachers and deploy them to schools across the country.

4.3 Adequate Infrastructural Facilities

One of the major factors responsible for high teacher-students ratio in all the Nigerian educational institutions is inadequate classroom, to address this challenges, the government should embark on massive building of classrooms in all the Nigerian educational institutions. There should be infrastructural plan for all the forms of educational system in the country.

4.4 Reform the Various Quality Assurance Agencies in the Country

To achieve the teacher-students ratio policy in all Nigerian educational institutions, the government need to strengthened and reform all the quality assurance agencies saddled with ensuring quality control in educational institutions in the country. To be effective in delivering of their mandate.

4.5 Fight Institutional Corruption

Corruption practices has gone deep into the various ministries and agencies of federal government. Funds budgeted for planning sometimes ends up in the private hands, the government should use its various anti-corruption agencies in the country like economic and financial crime commission to monitoring financial expenditures in the sector as a whole.

4.6 Population Control

The government should embark on population control campaign in the country to reduce the high population grow rate in the country.

4.7 Adequate Educational planning

The government should ensure the entire educational system should be planned and more professional planners should be employed in the ministry of education.

5.0 Conclusion

To achieve the objectives of the educational goals in Nigeria as contained in the National policy on education, the government must ensure the full implementation of the policies in the country's National policy on education. The National policy on students-teachers ratio is an example of educational policies that have not been fully implemented due to many challenges. These challenges includes: inadequate funding, inadequate teachers, inadequate infrastructural facilities, weak quality assurance agencies, lack of political will, increased in student enrolment, corruption and poor planning of education. To address these challenges, the following have been suggested: provide adequate funding for the educational sector, employ more professional teachers, provision of more infrastructural facilities, strengthen the quality assurance control agencies, fight institutional corruption, population control and effective educational planning.

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